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ABSTRACT

This dissemination booklet identifies and describes outstanding vocational and career education practices which are operating in Alaskan public schools. The sixteen programs are arranged in the following format: overview of the program; special facilities and/or equipment needed; instructional materials developed/used/adapted; key ingredients for success; budget analysis; historical background; recommendations to districts wishing to utilize that particular practice; and a program analysis. This analysis includes expected student outcomes, emphasis, groups involved, group size, environment, resources used, and evaluation. (CT)

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VOCATIONAL AND CAREER EDUCATION: ALASKAN EXEMPLARY PRACTICES

- A Dissemination Booklet -

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Raymond H. Lehrman

The Northern Institute for Research, Training and Development

in cooperation with

Office of Vocational and Career Education

Educational Program Support Division

Alaska State Department of Education

December 1978

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CE 022 178

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VOCATIONAL AND CAREER EDUCATION: ALASKAN EXEMPLARY PRACTICES

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INTRODUCTION

This dissemination booklet is an "Alaskan First" in that it represents a first attempt to identify and describe vocational and career education practices which are operating in Alaskan public schools and which are considered outstanding by the personnel of the school districts in which they are ongoing. The reports provided herein are, with minor editing, written in the districts' own words. Following are the criteria which were provided to all public school superintendents, together with an invitation to nominate any "promising practice" which they and their staff believed met these criteria:

"An exemplary practice in vocational or career education is a course, process, and/or materials and equipment which:

1. Addresses a significant educational problem with the District's Vocational/Career Education Program.
2. Is ongoing in the District.
3. Is effective in its environment.
4. Is judged to have a potential for serving as an exemplary model for other school districts in Alaska.

Districts which responded were given a questionnaire form, "Exemplary Practices in Vocational and Career Education". The information provided on these forms was put into the fifteen individual descriptions of exemplary practices which follow. No district nomination was rejected. The contents of this booklet present all of the information which was supplied by the responding school districts. Where necessary, additional clarification was sought by telephone before the copy was finally written. Validation of these programs was not within the scope of the grant.

Further information concerning any of these exemplary practices may be obtained by contacting the source persons listed in the booklet.

Anchorage School District

PROGRAM ANALYSIS

CATEGORY: Vocational Education
EXPECTED STUDENT OUTCOMES: Record of achieved competency in a particular course or cluster of occupations, resume of achievement to present to prospective employer, and identification of entry level skills and knowledge
EMPHASIS: Agriculture, airplane mechanics, appliance repair, auto body repair, business occupations, building skills, construction, communication, commercial art, data processing, diesel mechanics, drafting, electronics, food services, home economics, marketing, office practices.
GROUPS INVOLVED: Vocational Education staff, advisory committees and employers.
GROUP SIZE: Approximately 3,000 students are served per semester/year. Fifty staff utilize the T.A.R.
ENVIRONMENT: Anchorage is Alaska's largest city with an urban environment. The Municipality of Anchorage had a reported 1977 population of 175,603 persons.
RESOURCES USED TO ACCOMPLISH: 50 Vocational education instructional staff, 7 principals, 1 vocational education consultant, 1 director of vocational education, staff time performance chart.
EVALUATION:
Student and teacher evaluation
Student performance and compentency-based tests
Employers

EXEMPLARY PRACTICE: TRAINING ACHIEVEMENT RECORD
Anchorage School District, 4600 DeBarr Rd., Anchorage, AK 99504

OVERVIEW:
The Training Achievement Record (T.A.R.) is a document containing information which states the minimum amount and type of training which a student must accomplish to become employable at minimum entry levels in a specific occupational title. The T.A.R. can be utilized to monitor the quality of instruction and to survey the students' progress through the entire training program.

SPECIAL FACILITIES AND/OR EQUIPMENT:
No special facilities are needed, other than a well-equipped laboratory or shop to represent the industry or business for which the training is designed.

INSTRUCTIONAL MATERIALS DEVELOPED/USED/ADAPTED:
The Training Achievement Record itself is the only special item of instructional material. It is specific to each of the specific occupational titles for which vocational education is provided. Ongoing revision of the T.A.R. for each occupation has occurred since 1974.

KEY INGREDIENTS FOR SUCCESS:
One key ingredient is inservice training of vocational education instructional staff who will use the Training Achievement Record. Community support of the development, validation and refinement of the T.A.R. is necessary. The attitudes of the teachers toward the use of task analysis and the Training Achievement Record, which is highly specific and objective in its documentation of specified student performance is also a vital ingredient.

FOR FURTHER INFORMATION CONTACT:
E. E. (Gene) Davis, Assistant Deputy Superintendent for Program Development, Anchorage School District, Pouch 6-614, Anchorage, Alaska 99502

EXEMPLARY PRACTICE: ANCHORAGE SCHOOL DISTRICT TRAINING ACHIEVEMENT RECORD (T.A.R.)

BUDGET ANALYSIS

BUDGET CATEGORIES	START-UP COSTS (ESTIMATED FIRST-YEAR COSTS INCLUDING OPERATION)	ESTIMATED OPERATING COSTS THIS (CURRENT) YEAR
Personnel	Prepare Addendums to 25 T.A.R.s X $150/$3,750	
Travel		
Contractual		
Commodities	Printing - Absorbed by District	same
Equipment		
TOTAL	$3,750.00	

Estimated Operating costs per student this year = $ * (Estimated Operating Cost this year divided by total number of students to be served. * Difficult to Estimate

HISTORICAL BACKGROUND

The Training Achievement Record was first devised by the Department of Labor (Job Corps) to provide information both to teachers and employers concerning student competency. The concept was revised and adopted as a task-and-instruction analysis for each of the Industrial Education programs in the Anchorage School District by William Oleson, Consultant, Vocational Education. The process was further refined to its present state during the period from 1974 to the present.

RECOMMENDATIONS TO DISTRICTS WISHING TO UTILIZE THIS PRACTICE

1. Establish Advisory Committees
2. Identify someone who has background in task-and-instructional analysis related to vocational education.
3. Train teachers to be able to identify elements of instruction which are specific and necessary to the industry for which the students will be trained
4. Validate the task analysis and instructional analysis through use of advisory committees
5. Acquaint employers with the system

PROGRAM ANALYSIS

CATEGORY: Vocational Education
EXPECTED STUDENT OUTCOMES: The student will:
Gain a knowledge of careers related to tourism
Gain skills in handling equipment and paperwork common to tourism
Gain knowledge of geographical facts that relate to tourism
Develop appropriate oral communication skills
Develop written communication skills
Know the terminology applicable to the tourism industry
Have a workable knowledge of transportation as it applies to the tourism industry
Be familiar with various forms of literature used in the tourism industry
Develop human relation skills
Become familiar with activities of the Alaskan tourism industry
GROUPS INVOLVED
Students, grades 10 - 12, Principal, Community members
GROUP SIZE: Eighty students per semester, 160 per year.
ENVIRONOMENT: Anchorage, Alaska (urban)
RESOURCES USED TO ACCOMPLISH: Two vocational instructors, one principal
EVALUATION: Classroom tests, student performance, teacher evaluations, employer ratings

EXEMPLARY PRACTICE: TOURISM

Anchorage School District, 4600 DeBarr Rd., Anchorage, AK 99504
Career Center, 2650 E. Northern Lights Blvd., Anchorage

OVERVIEW:
This vocational education program prepares students for employment in the tourism industry. The training encompasses hotel/motel front-desk operations, airline ticketing, geography, human relations and communication skills.

SPECIAL FACILITIES AND/OR EQUIPMENT:
A room with a simulated hotel front desk layout is used.
A small, quiet area for the D.S.I. telephone system is for practice in telephone conversation skills.
Two computer reservation terminals, an accounting machine, a D.S.I. telephone system, six typewriters, credit card machines, and two adding machines are provided.

INSTRUCTIONAL MATERIALS DEVELOPED/USED/ADAPTED:
Hotel and Motel Management (monthly
The Travel Agent (weekly)
National Geographic (monthly)
Pacific Travel News (monthly)
Alaska Magazine (monthly)
Squires Tarrif; Official Airline Guide: North American Ed.
Official Airline Guide, International Edition
Travel Agents Handbook; American Hotel/Motel Index
Travel Planner
Introduction to Hospitality, Nathan Kalt
Front Office Operation, Joseph Hoszonics

KEY INGREDIENTS FOR SUCCESS:
The use of special equipment, the teacher's training and attitude, and community support are deemed key ingredients for the success of this practice.

FOR FURTHER INFORMATION CONTACT:
Robert M. Peck, Principal
Career Center, 2650 E. Northern Lights Blvd
Anchorage, Alaska 99509

EXEMPLARY PRACTICE: ANCHORAGE SCHOOL DISTRICT - TOURISM

BUDGET ANALYSIS

BUDGET CATEGORIES	START-UP COSTS (ESTIMATED FIRST-YEAR COSTS INCLUDING OPERATION)	ESTIMATED OPERATING COSTS THIS (CURRENT) YEAR
Personnel	$37,000.00	$35,000.00
Travel	600.00	600.00
Contractual	2,400.00	2,400.00
Commodities	1,500.00	450.00
Equipment	22,000.00	
TOTAL	63,500.00	38,450.00

Estimated Operating costs per student this year = $ 240 (Estimated Operating Cost this year divided by total number of students to be served.

HISTORICAL BACKGROUND

The program was started because of the rapidly growing tourism industry in Alaska and because there were not programs in Alaska to train persons for this industry. Basically, the instructor, Judy Demers, developed the Tourism Program at the Career Center, with the help of professionals from the tourism industry.

RECOMMENDATIONS TO DISTRICTS WISHING TO UTILIZE THIS PRACTICE

1. Survey the community to determine if jobs and training facilities are available.
2. If the program is to be started, hire a teacher with experience in the tourism industry.
3. Obtain all the cooperation and assistance you can get from the tourism industry.
4. Because almost all travel agents and airlines use computer schedules, computer terminals are vital to the program.

Cordova City Schools

PROGRAM ANALYSIS

CATEGORY: Career Exploration
EXPECTED STUDENT OUTCOMES: Understanding of research and communication skills
Development of improved self-confidence
Knowledge and understanding of job hunting strategies
Knowledge and understanding of attitudes of employees and employers
Knowledge and understanding of the real world of work in selected careers
EMPHASIS: Potential Areas of Emphasis are: Agriculture/Auto Body Repair/Construction/Data Processing/Electronics/Home Economics/Airplane Mechanics/Business Occupations/Communication/Diesel Mechanics/Economics/Marketing/Appliance Repair/Building Skills/Commercial Art/Drafting/Food Services/Office Simulation/Marine Salvage/Fishing; as selected by the students & instructors.
GROUP SIZE:
20 students per semester
40 students per year
2 staff members per semester/year
ENVIRONMENT: Cordova is a small, incorporated community in rural Alaska. It had a reported 1977 population of 2,406.
RESOURCES USED TO ACCOMPLISH: Community members, regular vocational/career education teachers, consultants and out-of-town resource personnel, various travel methods, district and building administrative personnel.
EVALUATION:
Student Evaluations
Teacher Evaluations
Third Party Evaluations

EXEMPLARY PRACTICE: CORDOVA CAREER EXPLORATION

Cordova Jr./Sr. High School, Cordova City Schools
P.O. Box 140, Cordova, Alaska 99574

OVERVIEW:
This career exploration program uses the field-study trip to investigate specific occupations outside the local community. The program provides articulation between the students' educational programs and the world of work. It also provides articulation with the vocational education program in grades 10, 11 and 12.

SPECIAL FACILITIES AND/OR EQUIPMENT:
The Career Resource Room is part of the regular classroom setup. Appropriate audio-visual and multi-media equipment is used in the classroom.

INSTRUCTIONAL MATERIALS DEVELOPED/USED/ADAPTED:
The program acquires instructional materials from the Northwest Regional Education Lab, Portland, Oregon. Some instructional materials are developed especially by the district. In other instances, purchased materials are heavily edited or adapted to meet the program needs.

KEY INGREDIENTS FOR SUCCESS:
One key ingredient for success is the positive, supportive and motivated attitudes of the project staff. A second element is the unique approach to use of field trips as the primary source of career exploration. This approach is divided into three components: (1) Preparation, which includes research and selection of an occupation for study; (2) The actual trip, which includes observation and interview of occupational personnel; and (3) The field study report, wherein students write in draft and then in final form an account of all occupational information gathered.

FOR FURTHER INFORMATION CONTACT:
Charles D. Taylor, Principal
Cordova Jr./Sr. High School
P.O. Box 140
Cordova, Alaska 99574

BUDGET ANALYSIS

BUDGET CATEGORIES	START-UP COSTS (ESTIMATED FIRST-YEAR COSTS INCLUDING OPERATION)	ESTIMATED OPERATING COSTS THIS (CURRENT) YEAR
Personnel	$35,000	$58,000
Travel	8,000	16,000
Contractual	16,000	18,000
Commodities	25,000	7,000
Equipment	14,000	5,000
TOTAL	$98,000	$104,000

Estimated Operating costs per student this year = $2,600 (Estimated Operating Cost this year divided by total number of students to be served.

HISTORICAL BACKGROUND

This particular method, the field study trip as a major focus for career exploration, was developed in the spring of 1978. It emerged from class discussion and planning to determine how maximum benefit could be derived from a trip outside the local community. It was developed to provide the students with personal, concrete information and experience with specific occupations.

RECOMMENDATIONS TO DISTRICTS WISHING TO CONDUCT THIS PRACTICE

It is essential for instructors to check with school administration prior to discussion with students as to trip arrangements. Writing in advance to make arrangements with personnel in the occupations to be observed is important. Safety during travel and during field-trip observations is essential, as is safety training and briefing prior to the field study trip. Holding each student responsible for a final write-up upon return from the trip is essential. Therefore, briefing of students as to anticipated content for making observation records and of recording techniques is also important.

Delta/Greely School District

PROGRAM ANALYSIS

CATEGORY: Vocational Education
EXPECTED STUDENT OUTCOMES: The student will be able to efficiently operate quantity food service equipment, prepare quantity foods and practice the rules of good sanitation and table service.
EMPHASIS: Home Economics Food Services.
GROUPS INVOLVED: Students (grades 11-12), parents, community members.
GROUP SIZE:
12-14 students per semester
12-14 students per year
1 staff per semester
1 staff per year
1 principal
1 superintendent
ENVIRONMENT: City School District
RESOURCES USED TO ACCOMPLISH: Staff time: 9 hours per week; regular vocational education classroom; community members
EVALUATION: Student evaluations, classroom tests, teacher evaluations, student performance, customer evaluation of banquets and baker items.

EXEMPLARY PRACTICE: FOOD EDUCATION AND SERVICE TRAINING (FEAST) Delta School, Delta-Greely, REAA #15

OVERVIEW: FEAST provides the students with exposure to careers available in the Food Service Industry. The District encourages vocational and occupational training by providing equipment and funding for this program.

SPECIAL FACILITIES AND/OR EQUIPMENT: This practice requires a home economics or food service room. Cafeteria facilities would be helpful. A program would need the following equipment: grill, fryer, convention ovens, commercial dishwasher, steam table, Hobart mixer, food service carts, tableware, and dishes. If a cafeteria had this equipment available, there would be no other supplies to purchase.

INSTRUCTIONAL MATERIALS DEVELOPED/USED/ADAPTED: The following materials are used in the form provided by the publisher: Food Service Careers, Chas. A. Bennett, 1974; Principles of Food Service, Butterick Publishing (film strips); Fire Safety ("Angry Flame"), "Unwanted Four", "The Gliches", National Restaurant Association (filmstrips).

KEY INGREDIENTS FOR SUCCESS: Teacher's attitudes, special equipment, teacher's training and community support make this practice exemplary.

FOR FURTHER INFORMATION CONTACT:
Judy Dewar, Home Economics Teacher
Box 883
Delta Junction School
Delta Junction, AK 99737

EXEMPLARY PRACTICE: FOOD EDUCATION AND SERVICE TRAINING (FEAST)

BUDGET ANALYSIS

BUDGET CATEGORIES	START-UP COSTS (ESTIMATED FIRST-YEAR COSTS INCLUDING OPERATION)	ESTIMATED OPERATING COSTS THIS (CURRENT) YEAR
Personnel	$4,200*	$4,200*
Travel	300	300
Contractual	-0-	-0-
Commodities	300	300
Equipment	300	300 depending on class size
TOTAL	$5,100	$5,100

Estimated Operating costs per student this year = $ 364.00 (Estimated Operating Cost this year divided by total number of students to be served.

*1/5 of instructor's salary allotted for this class.

HISTORICAL BACKGROUND: In 1973, the instructor attended a summer teacher-training course for FEAST. The course began in a regular Home Economics room, with extensive assistance from the staff from the cafeteria. Community clubs use FEAST to cater banquets.

RECOMMENDATIONS TO DISTRICTS WISHING TO CONDUCT THIS PRACTICE: A teacher with a background in food service should be selected. An advisory council of Food Service professionals should be organized to establish the curriculum. The community should be informed of the need for this type of training.

PROGRAM ANALYSIS

CATEGORY: Vocational Education

EXPECTED STUDENT OUTCOMES: The student will have saleable skill upon completion of the business course in secretarial, clerical, accounting or data processing in accordance with the individualization of subjects developed with the student's goals and abilities in mind.

EMPHASIS: Business occupations; disadvantaged students; bicultural/bilingual students; handicapped students; gifted and talented students.

GROUPS INVOLVED: Students (135) in grades 9 through 12 are taught (150 per year with student turnover); teaching staff; administration and parents.

GROUP SIZE: In the individualized courses, the size of classes varies with each student's particular program.

RESOURCES USED TO ACCOMPLISH: 1.33 full time equivalent vocational education instructors per semester/year; 50 to 60 hours per week of staff time and regular vocational education classroom consultants.

EVALUATION:
Student evaluations
Teacher Evaluations
Student Performance
Competency-based tests Oral tests
Civil Service examinations

EXEMPLARY PRACTICE: INDIVIDUALIZED BUSINESS EDUCATION COURSES
Delta-Greely School District, P.O. Box 527, Delta Junction

OVERVIEW: The business education classroom is operated as a large office. The office operates six periods each day. High school students are able to enroll in any business subject during any of the six periods, i.e., typing, shorthand, Mag Card II, office equipment or accounting. With a wide range of courses, any student may be accommodated, whether a freshman or a senior. Accent is on individualization. Any student can enter the program at any time and advance at the student's own rate of speed and ability.

SPECIAL FACILITIES AND/OR EQUIPMENT: The class is adequately lighted and has a considerable number of non-obstructed electrical outlets and sufficient space for equipment. Equipment includes a Mag Card II memory typewriter, electric typewriters, key punch, data processing equipment, latest calculators, cash registers and other modern office machines.

INSTRUCTIONAL MATERIALS DEVELOPED/USED/ADAPTED: A large number of commercially available instructional materials is used (list is available from the District). Material is adapted to meet district and individual needs. All material is reviewed and edited as necessary. The opinions of knowledgeable business teachers are sought with regard to specific materials.

KEY INGREDIENTS FOR SUCCESS: The teacher's attitude and training are held to be key ingredients for successful operation of the individualized program. The provision of up-to-date special business equipment is cited. Observation of modern trends in business is essential. The teacher attends a National Business Conference each year, meeting with many professional teachers to update knowledge and skills.

FOR FURTHER INFORMATION CONTACT:
Eugenia R. Risdal
Vocational Business Education Teacher
Box 442
Delta Junction, Alaska 99737

EXEMPLARY PRACTICE: INDIVIDUALIZED BUSINESS EDUCATION COURSES

BUDGET ANALYSIS

BUDGET CATEGORIES	START-UP COSTS (ESTIMATED FIRST-YEAR COSTS INCLUDING OPERATION)	ESTIMATED OPERATING COSTS THIS (CURRENT) YEAR
Personnel	$35,400	$37,660
Travel	none	none
Contractual	none	none
Commodities	1,849	3,000
Equipment	8,909	13,250
TOTAL	$46,158	$53,910

Estimated Operating costs per student this year = $ 399.00 (Estimated Operating Cost this year divided by total number of students to be served.

HISTORICAL BACKGROUND

Eugenia R. Risdal, Delta-Greely Vocational Education instructor, developed this practice in the Adak School, where she taught for three years. It started with the individualization of a few classes at a time. She then transferred to Anderson Village School, where this practice seemed ideal because of the small school and few teachers. Students showed that they were eager to enter the individualized classes and that they could learn saleable skills. Ms. Risdal found that she could reach more students by individualizing the courses. Upon moving to Delta-Greely School District, she individualized the business education classes into one six-period block which simulates a large office, rather than a classroom. Business subjects are adjusted to fit the individual student. Students learn to work with many other activities going on at the same time. Knowledge and skill goals and occupational goals for each student are developed. Parental approval is obtained to enroll students in this course.

RECOMMENDATIONS TO DISTRICTS WISHING TO CONDUCT THIS PRACTICE

A most important consideration is to hire a dedicated and professional teacher. The ability to work with all types of students and caring attitude and willingness to put forth extra time and effort to bring out the best in students are essential. Emphasis upon use of modern business equipment and procedures assures a potential to give students saleable business skills. Attendance at a National Business Conference each year would keep fresh information and ideas before the teacher.

Fairbanks North Star Borough School District

PROGRAM ANALYSIS

CATEGORY: Vocational Education, Career Education, Career Exploration, Articulation

EXPECTED STUDENT OUTCOMES: Preparation for Federal Aeronautics Association's Aircraft Mechanics licensing exam. If exams are passed, the student can work as a licensed journeyman A & P mechanic. Students may petition TVCC for Applied Science units in an A.A. program which can lead to a Bachelors of Technology degree program.
EMPHASIS: Airplane Mechanics
GROUPS INVOLVED: Students (grades 11-12), adults, Community Member Advisory Committee, Counselor.
GROUP SIZE: 25 students per semester, 25 students per year; 2 full time and 2 part time staff; Director of Vocational Education; Building Principal
ENVIRONMENT:
Borough School District (Urban City)
RESOURCES USED TO ACCOMPLISH:
Staff time 80 hours per week, skill center facilities, regular vocational education classroom, community members, F.A.A. representatives
EVALUATION:
Student evaluations, teacher evaluations, third party evaluation, classroom tests, competency-based tests, student performance, written and practical exams after completion of course given by school and F.A.A.

EXEMPLARY PRACTICE: NORTH STAR BOROUGH SCHOOL OF AVIATION
James T. Hutchison Career Development Center
Fairbanks North Star Borough School District

OVERVIEW: This practice is designed to provide occupational learning needs to students. The program offers 43 subject areas which satisfy all F.A.A. requirements for mechanic certification with airframe and powerplant endorsements. The program is made available to secondary (grades 11 and 12) and adult students. Several of the 43 subject areas taught (e.g. electricity, welding) can provide career exploration, which in turn may be articulated into a number of vocational pursuits other than aircraft technology.

SPECIAL FACILITIES AND/OR EQUIPMENT:

Facilities and equipment are delineated by the Federal Aviation Regulation, Part 147. These are minimal prerequisites.

INSTRUCTIONAL MATERIALS DEVELOPED/USED/ADAPTED:
GPO or Aviation Maintenance Publishers materials are used in the form provided by the publisher. The materials used are: Aircraft Mechanics General Handbook - Ea. AC 65-9; Aircraft Mechanics Powerplant Handbook - Ea. AC 65-12; Aircraft Mechanics Airframe Handbook - Ea. AC 65-15; and Aircraft Inspection and Repair - AC 43.13 - 1A & 2.

KEY INGREDIENTS FOR SUCCESS:
This practice is exemplary because of its unique approach, teachers' attitudes, special equipment, teachers' training (partial experience), special facility and community support.

FOR FURTHER INFORMATION CONTACT:
Don Berry, Head Instructor
3750 Geist Road
Fairbanks, AK 99701

EXEMPLARY PRACTICE: NORTH STAR BOROUGH SCHOOL OF AVIATION

BUDGET ANALYSIS		
BUDGET CATEGORIES	START-UP COSTS (ESTIMATED FIRST-YEAR COSTS INCLUDING OPERATION)	ESTIMATED OPERATING COSTS THIS (CURRENT) YEAR
Personnel	$ 90,000	$ 90,000
Travel	2,000	-0-
Contractual	-0-	-0-
Commodities	11,000	12,000
Equipment	100,000*	11,000
TOTAL	$203,000	$113,000 (Pro-rated)**

Estimated Operating costs per student this year = $ 1,817 (Estimated Operating Cost this year divided by total number of students to be served on 12 month basis.

*Recommend required equipment costs be assessed against FAA regulations

HISTORICAL BACKGROUND: The Northern Star Borough School of Aviation was established in the 1960's. It was housed in a number of local sites, and in 1973, was moved to the Hutchison Center, a borough facility designed for vocational education. In 1976 a specially designed aircraft addition to Hutchison became the school's homebase. The present facility and program is the result of community and school system cooperative enterprise.

RECOMMENDATIONS TO DISTRICTS WISHING TO CONDUCT THIS PRACTICE: A needs assessment to determine short and long term needs with community involvement and the F.A.A. in planning is suggested for this practice. Also, the acquisition of appropriate facilities and equipment and the careful selection of staff and curriculum is advised. Flexibility should be maximized for articulation, student entry and exit.

** 25 students attend 8 hours per day. They represent 62.5% of the trainees. Each pays tuition of $85 per month x 12 months.

$70,625
- 25,200 tuition
$45,425 actual cost

Hoonah Public Schools

PROGRAM ANALYSIS

CATEGORY: Vocational Education
EXPECTED STUDENT OUTCOMES: The student will be able to: Satisfactorily function in entry-level positions in the food service industry; maturely assume the responsibilities of an employee in any job; and generate a source of income in the local community on his/her own after graduation.
EMPHASIS: Food Service - Home Economics
GROUPS INVOLVED: Students in grades 11 and 12, Student body (customer for bakery), community members and school staff and administrators
GROUP SIZE: 14 students per semester/ year
ENVIRONMENT: Hoonah is a small "first-class city" in a rural setting. The community had a reported 1977 population of 848 persons.
RESOURCES USED TO ACCOMPLISH: 1 Home Economics Instructor 20 hrs/week; 1 teacher aide 14 hrs/week; home economics classroom, facilities and equipment for baking. Note: This program can be constructed to fit any Home Economics curriculum. It would be good for a school with very little funds. Although not the goal of the program, revenue from the food service program is a boost in getting the program going and aids in purchasing groceries and supplies.
EVALUATION:
Student and teacher evaluations
Classroom tests, Student performance
(Evaluations done on weekly performance basis. Periodic written testing provides concept evaluations.)

EXEMPLARY PRACTICE: BUSY BAKERS' BAKERY (High School Food Service)
Hoonah City Schools, P.O. Box 157, Hoonah, Alaska 99829

OVERVIEW: The food service component is built into the Home Economics Program. Students take at least 1 year of Home Economics (general) prior to enrolling in the Bakery. This is a 2 hour daily program. Students have written work, demonstrations, etc. 3 days per week. Two days are spent operating the Busy Bakers' Bakery. Orders for baked goods are taken from the community. Special food sales are made for holidays and festive occasions. Quantity meal preparation is taught to students through preparing dinner and luncheon sales in a variety of restaurant formats. Fast foods, budget, delicatessen and ethnic foods are offered to the public. The profits from the Busy Bakers' Bakery are used to finance a career exposure field trip in the spring.

SPECIAL FACILITIES AND/OR EQUIPMENT: The only essential facility is a Home Economics classroom with at least one range, sink and kitchen unit. More are desireable, of course, and increase the possibilities available for the program. Equipment used includes refrigerator, ranges, mixers, measuring and mixing tools.

INSTRUCTIONAL MATERIALS DEVELOPED/USED/ADAPTED:
Exploring Professional Cooking, Ray and Lewis, Bennet Co., 1976
Food Preparation, Andrews, McGraw Hill, 1967
Elementary Baking, Sultan, McGraw Hill, 1969
Professional Restaurant Service, Harris, McGraw Hill, 1966
Food Service Career Education Workbook, Boston, 1974
These materials are heavily edited or adapted to meet district needs. Additional materials are developed in district.

KEY INGREDIENTS FOR SUCCESS: The teacher's attitude and this unique approach are held to be key ingredients for success. See RECOMMENDATIONS section.

FOR FURTHER INFORMATION CONTACT:
Nicki Shelton
Food Service and Home Economics Instructor
Hoonah High School
P.O. Box 157
Hoonah, Alaska 99829

EXEMPLARY PRACTICE: HOONAH CITY SCHOOLS BUSY BAKERS' BAKERY (HIGH SCHOOL FOOD SERVICES)

BUDGET ANALYSIS

BUDGET CATEGORIES	START-UP COSTS (ESTIMATED FIRST-YEAR COSTS INCLUDING OPERATION)	ESTIMATED OPERATING COSTS THIS (CURRENT) YEAR
Personnel	$8,000	$18,086
Travel		1,000*
Contractual		500*
Commodities	500	2,000*
Equipment	500	1,000 (utilities) 2,100 (incl. repair)
TOTAL	$9,000	$24,686

Estimated Operating costs per student this year = $1,763* (Estimated Operating Cost this year divided by total number of students to be served.

*NOTE: This budget analysis does not indicate income. "Usually we have no outstanding expenditures for commodities, since this all comes out of revenue for sales."

HISTORICAL BACKGROUND

The Food Service program was developed by Home Economics teacher Nicki Shelton in the 1974-75 school year. It was initiated to do these things: (1) provide some vocational direction to the local community, (2) to instill general employment skills in the high school students, and (3) to revive student interest in the Home Economics curriculum. The program began with 4 students, 2 kitchen ranges, an apartment-sized refrigerator, and less equipment than is found in the average domestic kitchen. The Busy Bakery was formed to provide work training for students and to offer baked goods in the community. (Hoonah transported all baked goods from Juneau, so the market was ready for this.) In subsequent years, a teacher aide, supplies and equipment have been added and the facility has been upgraded. The Busy Bakery program has expanded to include a variety of restaurant formats for the public as well as the weekly bakery service.

RECOMMENDATIONS TO DISTRICTS WISHING TO CONDUCT THIS PRACTICE

A food service program can be offered from a typical Home Economics classroom. The quantity and scope of foods sold are directly related to the equipment and facilities. Profits from the initial year can be used to purchase more equipment for later additions. The successful food service program must offer a marketable product or service which is in demand or which will create its own demand. With careful cost controls, the food service program can be self-sufficient. It can pay for supplies and groceries and then use profits to purchase instructional materials, tests, and larger equipment. This information is helpful in initially setting up the program and getting administrative support.

Iditarod Area Schools

PROGRAM ANALYSIS

CATEGORY: Vocational Education, Career Education, Career Exploration

EXPECTED STUDENT OUTCOMES:
To develop advanced technical skills in small engine mechanics and other mini-courses. To improve basic skills in math, communications, science and social studies using the STARS program. To improve career awareness and social skills through organized student travel.

EMPHASIS: Communication, diesel mechanics, small engine mechanics, building skills, food services

GROUPS INVOLVED: Disadvantaged, secondary students (grades 9-12), community members and parents.

GROUP SIZE: 50 students per semester, 100 students per year, 1 assistant superintendent, time of 15 staff members

ENVIRONMENT: Regional Education Attendance Area (Rural)

RESOURCES USED TO ACCOMPLISH:
Staff time: 10 hours per week, skill center facilities, inservice training, regular vocational education classroom, community members

EVALUATION: Student evaluations, teacher evaluations, third party

EXEMPLARY PRACTICE: IDITAROD SMALL HIGH SCHOOL PROGRAM

All nine small secondary schools, Iditarod Area School District

OVERVIEW:
This program provides secondary students with an opportunity to attend high school in their home community and to receive training in basic skills through rotating vocational education courses. Student access to educational opportunities found only in larger schools and communities and through educational travel programs is thereby provided.

SPECIAL FACILITIES AND/OR EQUIPMENT:
School facilities with specialized areas are found only at McGrath and Holy Cross. Unlimited facilities outside the district are available through educational travel programs.

Ken Cook automated teaching systems and similar programs are rotated plus other specialized equipment of the type found in larger schools and other training facilities.

INSTRUCTIONAL MATERIALS DEVELOPED/USED/ADAPTED:
Automated teaching systems in areas of industrial education technology accompany the Ken Cook equipment. STARS (Skills Training for Alaska Rural Students) was written and printed as a part of a Title IV C grant by the Kodiak Borough and Iditarod Area School Districts (1978). STARS utilized the expertise of persons and organizations within and outside the Iditarod Area School District. These materials are used in the form provided by the publisher and/or developed especially by or for the district.

KEY INGREDIENTS FOR SUCCESS:
Teachers' attitudes, special equipment, a unique approach, inservice training and community support have made this practice exemplary.

FOR FURTHER INFORMATION CONTACT:
Terry Chase, Asst. Supt.
Iditarod Area School District
P. O. Box 105
McGrath, AK 99627

EXEMPLARY PRACTICE: IDITAROD SMALL HIGH SCHOOL PROGRAM

BUDGET ANALYSIS		
BUDGET CATEGORIES	START-UP COSTS (ESTIMATED FIRST-YEAR COSTS INCLUDING OPERATION)	ESTIMATED OPERATING COSTS THIS (CURRENT) YEAR
Personnel	35,000	15,000
Travel	25,000	25,000
Contractual	1,600	1,000
Commodities	10,000	8,000
Equipment	100,000	12,000
TOTAL	171,600	61,000

Estimated Operating costs per student this year = $610 (Estimated Operating Cost this year divided by total number of students to be served.

HISTORICAL BACKGROUND:

The Iditarod Area School District was formed on July 1, 1976 and immediately began to provide a full or partial educational program for secondary students in their home communities. The IASD Board and administrative staff recognized the need for a unique approach to compensate for the lack of adequate facilities and a limited staff. During the 1976-1977 school year, a grant was awarded by the R.I.E.P.* to begin rotating self-instructional, industrial education programs. Title IV C and Vocational Handicapped Grants were awarded for the 1977-1978 school year and the mini-courses and STARS program were added to the curriculum. This year, the district is implementing the programs with monies from the regular instructional fund and the emphasis is on improvement of the practice. * Rural Industrial Education Program

RECOMMENDATIONS TO DISTRICTS WISHING TO CONDUCT THIS PRACTICE:

Interested districts should realize the high start-up costs for administrative staff time and equipment. Educational travel programs are also a high priority expense. The concepts of the program must be understood and supported by the students and their parents.

Kodiak Island Borough School District

PROGRAM ANALYSIS

CATEGORY: Career Education
EXPECTED STUDENT OUTCOMES: Students will know how to: learn, plan learning activities, find and use community resources, and build on experience.
EMPHASIS: The student is placed in any career setting she/he wishes to explore (agriculture is not available on the island).
GROUPS INVOLVED: Students in grades 11 & 12, community members, parents and employer instructors.
GROUP SIZE: 40 students per semester, 80 students per year, 7 staff per semester, 7 staff per year, superintendent, high school principal and assistant principal, team leader (with teacher certification).
ENVIRONMENT: Borough School District
RESOURCES USED TO ACCOMPLISH: Staff time 245 hours per week inservice training, community college facilities, community members, other classroom teachers for special tutoring.
EVALUATION: Student performance (CTBS administered twice annually)
Third Party (Northwest Regional Educational Lab evaluated during first two years of operation)

EXEMPLARY PRACTICE: CE-2 CAREER EDUCATION
Kodiak Aleutian Regional High School,
Kodiak Island Borough School District

OVERVIEW: CE-2 was designed as an alternative high school program for students in grades 11 & 12. CE-2 students learn about careers, life skills, and personal and social development through real life experience with adults. The students design their own learning activities guided by accountability standards similar to working adults. With this exposure to career choices, students gain competence in functioning effectively in a technological society.

SPECIAL FACILITIES AND/OR EQUIPMENT: This practice needs a learning center large enough to accomodate comfortably the projected student population and work areas for the Learning Managers, Employer Relations Coordinator and Program Director. Office equipment, resource materials, a van for delivering students, and several telephone lines should be provided.

INSTRUCTIONAL MATERIALS DEVELOPED/USED/ADAPTED: These materials are used in the form provided by the publisher: Trainer's Handbook: Program Analysis, Program Planning, Staff Training, Northwest Regional Educational Laboratory, 1977.

KEY INGREDIENTS FOR SUCCESS: Teacher's attitudes, special equipment, a unique approach, inservice training, teacher's training, a special facility, and community support make this practice exemplary.

FOR FURTHER INFORMATION CONTACT:
Asa Beehler, CE-2 Team Leader
Kodiak Island Borough School District, CE-2 Program
Box 886
Kodiak, AK 99615

EXEMPLARY PRACTICE: CE-2

BUDGET ANALYSIS		
BUDGET CATEGORIES	START-UP COSTS (ESTIMATED FIRST-YEAR COSTS INCLUDING OPERATION)	ESTIMATED OPERATING COSTS THIS (CURRENT) YEAR
Personnel	$114,459.00	$152,965.00
Travel	2,361.00	5,225.00
Contractual	24,109.00	-0-
Commodities	14,279.00	8,900.00
Equipment	23,813.00	19,900.00
TOTAL	$179,021.00	$186,990.00

Estimated Operating costs per student this year = $2,337.00 (Total students served Cost this year divided by total number of students to be served.

HISTORICAL BACKGROUND: Kodiak Island was chosen as a pilot site by the Northwest Regional Educational Laboratory (Portland) in 1974. Greg Moo was asked by the Superintendent to design a feasibility plan for the CE-2 inception. This was accomplsihed between February and June, 1975. A staff of three certified teachers was selected and they secured job sites, established a learning center and developed pertinent materials for the program. In September of 1975, the Kodiak alternative high school program began with 25 students.

RECOMMENDATIONS TO THE DISTRICTS WHICH WISH TO CONDUCT THIS EXEMPLARY PRACTICE: For this practice, the NWREL manuals should be used and inservice training should be obtained with the Lab or a similar model. After surveying the community to see if support exists for an employer network, a staff of open-minded generalists with the ability for teamwork should be selected. A good cross-section of the high school population should be chosen; students should be screened carefully and a policy for rejection should be incorporated to discourage negative attitudes in the program.

PROGRAM ANALYSIS

CATEGORY: Vocational Education

EXPECTED STUDENT OUTCOMES: Students will acquire knowledge in three basic areas: commercial fishing handskills, coastal navigation, and seamanship and boat-handling.

EMPHASIS: Commercial fisheries

GROUPS INVOLVED: Students (grades 9-12), teacher aides

GROUP SIZE: 30 students per semester, 60 students per year, 1 staff per semester, 1 staff per year, 1 superintendent, 1 high school principal, 1 vocational director

ENVIRONMENT: Borough School District

RESOURCES USED TO ACCOMPLISH: Regular vocational education classroom, scheduled weekly trips aboard the vessel "K-Hi-C"

EVALUATION: Student performance

EXEMPLARY PRACTICE: FISHERIES VOCATIONAL EDUCATION PROGRAM
Kodiak High School, Kodiak Island Borough School District

OVERVIEW: This program was designed to complement the commercial fishing industry of Kodiak Island. The coursework explores the basic principles and modes of operation of the fisheries and strives to upgrade the skills of the students. Through integration with other District programs, such as welding, cooking, electronics, and mechanics, the students are exposed to other career opportunities related to the fishing vocation.

SPECIAL FACILITIES AND/OR EQUIPMENT: An indoor classroom/work area (approximately 45' x 45') is suggested for this practice, as well as a covered storage area (50' x 50'). Also required is the use of a fishing vessel (35' - 40') for on-site work.

INSTRUCTIONAL MATERIALS DEVELOPED/USED/ADAPTED: These instructional materials are heavily edited and adapted to meet the district needs: Piloting Seamanship and Small Boat Handling, John R. Whiting, 1971; Boating Safety and Seamanship, U.S. Coast Guard Auxiliary, 1971; Fishery Leaflet 125, U.S. Dept. of the Interior, Oct. 1967.

KEY INGREDIENTS FOR SUCCESS: Special equipment, especially Kodiak School District's own floating classroom, the "K-Hi-C", and the unique approach have made this practice exemplary.

FOR FURTHER INFORMATION CONTACT:
Robert E. Simpler, Fisheries Instructor
Kodiak Island Borough School District
Box 886
Kodiak, AK 99615

EXEMPLARY PRACTICE: FISHERIES VOCATIONAL EDUCATION PROGRAM

BUDGET ANALYSIS

BUDGET CATEGORIES	START-UP COSTS (ESTIMATED FIRST-YEAR COSTS INCLUDING OPERATION)	ESTIMATED OPERATING COSTS THIS (CURRENT) YEAR
Personnel	$18,000	$30,000
Travel	-0-	-0-
Contractual	-0-	-0-
Commodities	15,000 (purchase or 10,000 (rental)	12,000
Equipment	60,000 (purchase vessel) 15,000 (rent vessel)	4,000
TOTAL	93,000 (purchase) 37,000 (rental)	$46,000

Estimated Operating costs per student this year = $ 766.00 (Estimated Operating Cost this year divided by total number of students to be served.

HISTORICAL BACKGROUND: This program began in 1966 with all course work offered in a classroom setting. In 1973, in response to strong support from the school and the Community Advisory Committee, a fishing vessel was purchased to enable the students to learn from on-site experience. Robert Simpler has been the only instructor since the purchase of the vessel.

RECOMMENDATIONS TO DISTRICTS WISHING TO CONDUCT THIS PRACTICE: Support from the Community Advisory Committee is recommended for this type of practice. Financial support, especially for the purchase of a fishing vessel, is advised from both state and local sources.

Lake and Peninsula Schools

PROGRAM ANALYSIS

CATEGORY: Vocational Education Career Exploration, Health, Arts and Crafts, Music and Entertainment, Community Education.

EXPECTED STUDENT OUTCOMES: The students will be able to exercise the practical skills studied and share their new knowledge of health, safety, survival and enrichment activities in the villages.

EMPHASIS:
Construction, Home Economics, Business Occupations, Economics, Building Skills, Food Services, Health, Safety, Music, Arts and Crafts.

GROUPS INVOLVED: All rural elementary and high school students, community members, parents, teacher aides, and principal teachers at each school for coordination.

GROUP SIZE: 120 students per semester
250 students per year
25 staff members per semester
40 staff members per year
1 community education coordinator

ENVIRONMENT: Regional Education Attendance Area

RESOURCES USED TO ACCOMPLISH:
Staff time: 10 hours per week, regular vocational education classrooms, consultants

EVALUATION: Student and teacher evaluations, student performance, third party

EXEMPLARY PRACTICE: TALENT FOR RURAL ALASKAN COMMUNITIES AND SCHOOLS (TRACS)

The Lake and Peninsula School District. All 14 schools within district boundaries.

OVERVIEW: TRACS was designed to enrich and develop practical activities and training for isolated villages without access to on-going programs in other areas. The District also uses TRACS to complete the newly-established high school programs in eight schools.

SPECIAL FACILITIES AND/OR EQUIPMENT: The courses are designed to use resources available in the villages. Therefore, no special facilities are required. The use of heavy equipment is restricted due to year round accessibility by air only.

INSTRUCTIONAL MATERIALS DEVELOPED/USED/ADAPTED:
In most cases, the instructor/resource person supplies her/his own material. The district will obtain printed matter when needed. These materials are used in the form provided by the publisher.

KEY INGREDIENTS FOR SUCCESS:
This practice is exemplary because of its unique approach, the community support, and the high quality of instruction to TRACS instructors who are willing to travel to and adapt their sessions to each village.

FOR FURTHER INFORMATION CONTACT:
Frank W. Hill, Community Education Coordinator
P. O. Box 119
Naknek, AK 99633

EXEMPLARY PRACTICE: TALENT FOR RURAL ALASKAN COMMUNITIES AND SCHOOLS (TRACS)

BUDGET ANALYSIS

BUDGET CATEGORIES	START-UP COSTS (ESTIMATED FIRST-YEAR COSTS INCLUDING OPERATION)	ESTIMATED OPERATING COSTS THIS (CURRENT) YEAR
Personnel	$3,000	12,000
Travel	3,000	10,000
Contractual	2,500	2,000
Commodities		2,000
Equipment	500	1,000
TOTAL	9,000	27,000

Estimated Operating costs per student this year = $ 108.00 (Estimated Operating Cost this year divided by total number of students to be served.

HISTORICAL BACKGROUND:

During the 1976-1977 school year, Dr. Charles White recognized the need for enrichment activities and practical training in the villages of this newly-established school district. As a result, Dr. White, with the assistance of the Federal Programs Coordinator, Margaret Wood, obtained a planning grant from Community Education funds of the state of Alaska to develop this practice. The TRACS catalog, a listing of more than 50 talented people for rural career and vocational education (as instructors/resource persons) was developed by Jack Knapp of the South Central Regional Resource Center under a contract with the Lake and Peninsula School District.

RECOMMENDATIONS TO DISTRICTS WHICH WISH TO CONDUCT THIS EXEMPLARY PRACTICE:

Planners should conduct a careful needs assessment in the field. Instructors should be thoroughly willing to serve rural Alaskan villagers; their skills and concerns should match the unique needs and environment of the villagers. Careful documentation of the candidate's backgrounds is necessary.

Lower Kuskokwim School District

PROGRAM ANALYSIS

CATEGORY: Vocational Education Survival Skills
EXPECTED STUDENT OUTCOMES: To develop basic subsistence and personal survival skills to become independent as a functional member of village milieu. To develop subsistence skills which can translate into "cash earning" skills: trapping, tanning, sled building, etc.
EMPHASIS: Building skills, trapping, tanning, snow machine repair, sled building, outdoor survival.
GROUPS INVOLVED: Disadvantaged, handicapped bi-cultural, bi-lingual students in grades 9-12, director of Special Education, Itinerant Special Education teacher, native mentor (Teacher aide).
RESOURCES USED TO ACCOMPLISH: Community people, community equipment (snow machines, etc.), parents.
GROUP SIZE: 2 students per semester/yr., 2 Special Education staff, teacher, aide
ENVIRONMENT: Rural education attendance area.
EVALUATION:
Student performance
Third party
Competency based tests

EXEMPLARY PRACTICE: "NATIVE SURVIVAL - SUBSISTENCE SKILLS PROGRAM"
Lower Kuskokwim School District, Bethel, Alaska

OVERVIEW:
This program is to provide older handicapped students who reside in the villages with an opportunity to learn more sophisticated (but necessary) in-village survival skills.

The program primarily limits itself to the more severly involved, those who are often not taught these skills by family or other village residents.

SPECIAL FACILITIES AND/OR EQUIPMENT:
Special working space in the village is not necessary for most phases of the program. Sled building, snow machine repair, etc., are taught in the village.

Some power tools are desireable. Use of these tools teaches utilization skills and increases the pace of the work. Traps, nets, may be required. For the most part, tools, working space, snow machines, etc. are already available in the village.

INSTRUCTIONAL MATERIALS DEVELOPED/USED/ADAPTED:
U. S. Army Arctic Survival Manual
Snow machine repair manuals
Boat engine repair manuals

KEY INGREDIENTS FOR SUCCESS:
A unique approach, special equipment obtained from the real world of villages and community support are key ingredients. The reliability of the in-village Special Education Teaching Aide (Native Mentor) is a key ingredient. Total program success is dependent upon the aide's dependability and commitment to the students. This person must be able to work irdependent of supervision.

FOR FURTHER INFORMATION CONTACT:
Joseph S. Caldarera, Director of Special Education
Lower Kuskokwim School District, Box 305, Bethel, Alaska 99559

EXEMPLARY PRACTICE: "NATIVE SURVIVAL - SUBSISTENCE SILLS PROGRAM"

BUDGET ANALYSIS		
BUDGET CATEGORIES	START-UP COSTS (ESTIMATED FIRST-YEAR COSTS INCLUDING OPERATION)	ESTIMATED OPERATING COSTS THIS (CURRENT) YEAR
Personnel	Mentor & visits by Itinerant Sped Tchr $1854*	$1854
Travel	$ 270*	$ 270*
Contractual	None (*indicates expenses pro-rated for Personnel, Travel)	
Commodities		
Equipment	traps, sled rails, etc. $ 500	$ 200
TOTAL	$ 2,324	$ 2,324

Estimated Operating costs per student this year = $ 1,162.00 (Estimated Operating Cost this year divided by total number of students to be served.

HISTORICAL BACKGROUND:
This program was generated out of necessity. Existence of two moderately handicapped, secondary-age students in a small subsistence village that had no high school program created the problem. Both boys had a high probability of long-term residence in the village. The boys needed survival skills, not a regular high school curriculum. The unique program was written and established by Joseph Caldarera, School Psychologist for the Lower Kuskokwim School District.

RECOMMENDATIONS TO DISTRICTS WISHING TO CONDUCT THIS PRACTICE:
Hire the in-village mentor very carefully. Get someone who is dependable. Train this aide to fill out daily data sheets so that daily activities can be documented. Write performance contracts for the students and the mentor. Clearly explain the responsibilities of the students and the mentor to complete the contracted units of work (i.e., two sleds, one boat, 20 beaver skins, two snow machines fixed, etc.). Be certain that all concerned know that the school district will carefully monitor the progress of the field projects. Be sure to solicit full cooperation from the parents.

Matanuska-Susitna Borough School District

PROGRAM ANALYSIS

CATEGORY: Vocational Education
EXPECTED STUDENT OUTCOMES:
Entry-level carpentry skills, entry-level cabinet-making skills, entry-level and/or college pre-architectural skills.
EMPHASIS:
Construction, Building Skills, Drafting, Interior Design
GROUPS INVOLVED:
students grades 10-12
community members, counselor, teacher aides
GROUP SIZE:
18 students per semester
30 students per year
4 staff per semester
4 staff per year
2 building principals
1 assistant superintendent
1 superintendent
ENVIRONMENT:
Borough School District
RESOURCES USED TO ACCOMPLISH:
staff time: 180 hours per week
consultants
regular vocational education classroom
community members
business and industry representatives
EVALUATION:
Student evaluations,
teacher evaluations,
classroom tests,
students entering the job market and college building their own homes

EXEMPLARY PRACTICE: CONSTRUCTION TRADES

Wasilla High School, Matanuska-Susitna Borough

OVERVIEW: As the ascribed goal for vocational education in the Mat-Su borough, this practice was designed to provide students with the opportunity to explore several career choices and develop skills in one of the choices. This practice was also designed to meet the needs of skilled builders in a rapidly expanding community.

SPECIAL FACILITIES AND/OR EQUIPMENT:
A well designed and adequately equipped woodworking and cabinet shop is required for this practice as well as land close to the facility for housing construction and the eventual sale. Building tools and equipment for residential construction, such as skill saws, radial saws, table saw, power stapler, nail guns, levels, ladders, a vehicle for transporting materials.

INSTRUCTIONAL MATERIALS DEVELOPED/USED/ADAPTED:
These materials are used in the form provided by the publisher: Fundamentals of Carpentry, American Technological Society; Modern Carpentry, Goodheart Wilcox; Carpentry, Learn Fast Systems.

KEY INGREDIENTS FOR SUCCESS:
This practice is exemplary because of teachers' attitudes, community support and its unique approach.

FOR FURTHER INFORMATION CONTACT:

Ed Frandsen, Principal
Wasilla High School
Box 1580
Wasilla, AK 99687

or

Perry Johnson
Assistant Supt. of School
Box AB
Palmer, AK 99645

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EXEMPLARY PRACTICE: CONSTRUCTION TRADES

BUDGET ANALYSIS

BUDGET CATEGORIES	START-UP COSTS (ESTIMATED FIRST-YEAR COSTS INCLUDING OPERATION)	ESTIMATED OPERATING COSTS THIS (CURRENT) YEAR
Personnel	$ 17,816	41,998
Travel		
Contractual	50	3,999
Commodities	5,500	(17,500 offset by house sales=$0)
Equipment	1,200	500
TOTAL	24,566	46,497

Estimated Operating costs per student this year = $ 1,550 (Estimated Operating Cost this year divided by total number of students to be served.

HISTORICAL BACKGROUND: The concept of Construction Trades began in 1971 with a woodshop instructor and his students. Their club began building greenhouses for sale and handled other small building contracts. The next school year the School Board granted a $5,000 loan to the students for the construction of a home. This successful project encouraged the School Board to form a corporation in 1974-1975 to borrow money for building materials. The Matanuska-Susitna Construction Trades Corporation purchased ten acres of land near the school, hired carpentry instructors and expanded the program, including the addition of drafting and interior design courses. Since 1976, an instructor in cabinet-making has been added to the staff and the students continue to learn their trade through the actual construction, from blueprint to completion, of residential homes. The profit from the sales is reinvested into the program.

RECOMMENDATIONS TO DISTRICTS WHICH WISH TO CONDUCT THIS EXEMPLARY PRACTICE:
To implement this type of program, the following should be provided: land for construction of subdivision houses, adequate funds for building materials, a vehicle for students and material transportation, and a viable system of purchasing and accounting. For continued success, community education and support should be maintained.

Petersburg City Schools

PROGRAM ANALYSIS

CATEGORY: Vocational Education and Career Exploration
EXPECTED STUDENT OUTCOME: The student will have acquired an employable skill in the field of surveying upon graduation. The specific skills learned will be extersive instrument work, note-taking-drafting, and rear and head chainperson skills.
EMPHASIS: Drafting, surveying
GROUPS INVOLVED: Students (grades 11&12) (two levels offered for strong or weak mathematics backgrounds), community members, city engineer, council, planner
GROUP SIZE: 30 students per year, 1 staff per year, 1 superintendent
ENVIRONMENT: City School District
RESOURCES: 15 hours per week staff time regular vocational education classroom, job placement services, contact with professional engineers, practicing surveyors and labor unions (Teamsters #959 and AFL-CIO Local #71)
EVALUATION: Classroom tests, student performance, teach evaluations, Teamster #959 technical engineer's exam, employer work evaluation ratings at end of field sessions.

EXEMPLARY PRACTICE: SURVEYING
Petersburg High School, Petersburg Public Schools

OVERVIEW: A student enrolled in this program will learn the theory of surveying, solution of practical problems and experience extensive field work. The course provides the student with immediate employment skills with the State Department of Transportation, U.S. Forest Service, consulting firms, City of Petersburg, TransAlaska Pipeline, private citizen surveys and possibly the proposed Northwest Gas Pipeline.

SPECIAL FACILITIES AND/OR EQUIPMENT: A classroom, equipment storage, and easy access to an outdoor area for field work are required for this type of practice. Special equipment needed are calculators, transits, levels, theodolites, and parent equipment such as chains, tapes, rods, plumb bobs, hand levels, chain grips, etc.

INSTRUCTIONAL MATERIALS DEVELOPED/USED/ADAPTED: The following text is used in the form provided by the publisher: Surveying Practice, Kissam, McGraw-Hill, 1968.

KEY INGREDIENTS FOR SUCCESS: The teacher's attitude and special equipment have made this practice exemplary. The equipment is high quality, the same as industry uses and the instructor's experience is wide ranging: party chief for the Trans-Alaska Pipeline, petroleum geologist, surveyor for the Department of Highways.

FOR FURTHER INFORMATION CONTACT:
Paul Bowen
Surveying Instructor
Petersburg High School
Petersburg, AK 99833

EXEMPLARY PRACTICE: SURVEYING

BUDGET ANALYSIS

BUDGET CATEGORIES	START-UP COSTS (ESTIMATED FIRST-YEAR COSTS INCLUDING OPERATION)	ESTIMATED OPERATING COSTS THIS (CURRENT) YEAR
Personnel	$10,000	$25,000
Travel	200	300
Contractual	-0-	-0-
Commodities	-0-	-0-
Equipment	13,000 (based on 1967 prices)	1,000
TOTAL	23,200	26,300

Estimated Operating costs per student this year = $ 877.00 (Estimated Operating Cost this year divided by total number of students to be served.

HISTORICAL BACKGROUND: The surveying program began at Petersburg High School in 1967. Paul Bowen, a former geologist and surveyor, saw the excellent opportunity for young Alaskans to find gainful employment in the field of surveying. Responding to this idea, one surveying course with an enrollment of six students was initiated. Today, three sections of the course are offered (one is a second year course) and an average of 20 - 30 students successfully complete the studies. Job placement upon graduation has been successful -- $500,000 in total gross earnings for former students has been estimated since the program's inception.

RECOMMENDATIONS TO DISTRICTS WISHING TO CONDUCT THIS PRACTICE: To design an effective program, an experienced instructor who will actively seek employment for the students is an asset. Proper, high-quality equipment is important--the school district must approve of the initial high investment cost to meet this requirement. Constant contact with the unions and practicing surveyors and engineers is imperative for analyzing the job market.

Wrangell City Schools

PROGRAM ANALYSIS

CATEGORY: Vocational Education

EXPECTED STUDENT OUTCOMES:
Students will become familiar with the operations of an office and be prepared to enter the real work situation with confidence. Students will improve their office skills, develop good work habits and communication with others.

EMPHASIS: Office Simulation

GROUPS INVOLVED: All business students (grades 10-12)
Community members

GROUP SIZE:
15 students per semester
15 students per year
1 staff per semester
1 staff per year

ENVIRONMENT:
City School District

RESOURCES USED TO ACCOMPLISH:
Staff time: 2 hours per week
Special facility
Initial preparation time is extensive; thereafter, prepare as any other business class.

EVALUATION:
Student evaluations
Student performance

EXEMPLARY PRACTICE: ZIMOVIA ENTERPRISES (A Simulated Office Practice)

Wrangell High School, Wrangell Public Schools

OVERVIEW:
The simulated office practice class is one of the advanced classes of the business education program at Wrangell High School. Students enrolled in this class have a business background in one or more of the following areas: general clerical, secretarial, or accounting. Students may participate in this course for one or more years. The class meets two periods daily.

SPECIAL FACILITIES AND/OR EQUIPMENT:
A large classroom with the appearance of an actual office is desirable for this practice. The following office equipment is needed: office desks, phone system, IBM typewriters (including correcting Selectric and an IBM Memory typewriter), dictation equipment, calculators, copy machine, mimeograph machine, spirit duplicator machine, file cabinets, time clock, and miscellaneous office equipment such as tape dispensers, file trays, staplers, etc.

INSTRUCTIONAL MATERIALS DEVELOPED/USED/ADAPTED:
Materials have been developed especially by the district. The instructor developed the simulation as a secretarial service and writes contracts for each of the 11 office positions. These contracts are graded and have a minimum duration of four weeks.

KEY INGREDIENTS FOR SUCCESS:
Special Equipment, teachers' training and a special facility make this practice exemplary.

FOR FURTHER INFORMATION CONTACT:
Joan Eagle
Business Education Instructor
Box 651
Wrangell, AK 99929

EXEMPLARY PRACTICE: ZIMOVIA ENTERPRISES (A Simulated Office Practice)

BUDGET ANALYSIS

BUDGET CATEGORIES	START-UP COSTS (ESTIMATED FIRST-YEAR COSTS INCLUDING OPERATION)	ESTIMATED OPERATING COSTS THIS (CURRENT) YEAR
Personnel	Costs not available	11,615.55
Travel		-0-
Contractual		-0-
Commodities		2,000.00
Equipment		1,354.80 also used for other classes
TOTAL		14,970.35

Estimated Operating costs per student this year = $998.02*(Estimated Operating Cost this year divided by total number of students to be served.

*students take class for two periods daily

HISTORICAL BACKGROUND:

The first simulated office practice class was established by Hap Jones in 1971, although it was not a secretarial service as is the current simulation. State funds helped to purchase the necessary office equipment required for this class. The two classrooms were redecorated to emulate office environments--paneling, carpeting, etc. were installed.

RECOMMENDATIONS TO DISTRICTS WISHING TO CONDUCT THIS PRACTICE:

A teacher interested in this type of project should take a class in simulated office practice or observe an existing model before implementing one of her/his own. It is best to develop a floor layout drawn to scale to make efficient use of the available working space. Before making any purchases, a priority list of required equipment should be prepared--including model numbers and prices.